

Education Coordinator Webinar Series: Practice-Based Coaching Overview

Joyce Escorcia: Hello, everyone. So glad everybody is logging on, a few people coming on as we're getting started. Thank you so much for each of you taking your time to be here with us today. I'm Joyce Escorcia with the National Center on Early Childhood Development, Teaching, and Learning, or the NCECDTL. Again, thank you for joining us for our latest episode of the Education Coordinator Webinar Series: Practice-Based Coaching Overview. We're going to go ahead and get started.

We wanted to start today by finding out how familiar you are with practice-based coaching. Now Janika's going to put up a poll for us. We just wanted to get your responses, just take a few minutes. We know that some of you have already had a chance to look at this, but we wanted to see how familiar you were with practice-based coaching. By answering yes or no, to I have attended a Practice-Based Coaching Leadership Academy, and the leadership academy is an intensive 2 1/2 day workshop where a team from your program comes together to discuss plans for PBC implementation with guidance from experts on implementing coaching in early childhood settings.

Then we also wanted to see if you had attended a Practice-Based Coaching Coach training, which is an intensive two-day training. Then we wanted to find out, are you currently implementing practice-based coaching? We're going to take just a few seconds here to kind of see how familiar everyone is with practice-based coaching. I see many of you are answering. We have plenty of results coming in, kind of going back and forth that some have attended Leadership Academy. Many more have attended the PBC training. Several of you are implementing practice-based coaching currently. Many are not. I know that today's going to be great as far as getting some information, and we hope to help answer some of your questions. We know we probably won't have answers to all of them, but we do appreciate you joining us today. We can address any concerns that you may have. Anything that we don't get to we'll definitely take those questions back and be able to address them a little later on. I can see from our poll here that many have attended a Practice-Based Coach training. A few have attended the Leadership Academy.

And I see we have quite a few today who are not implementing PBC, so I know you're here because you have lots of questions. So excited about that. We're going to go ahead and go back to our PowerPoint and get started. That's some great information to have. Now we're going to go back to our PowerPoint, Janika. Thank you. We're looking forward to our time together today as we discuss what do you need to know about Practice-Based Coaching, what do you need to consider before implementing PBC, where can you find resources to support PBC implementation. Then we're also going to look at what will coaches learn during the upcoming Practice-Based Coaching Training Institute. We're going to be discussing some national event that we have coming up soon.

We also want to let everyone know that at NCECDTL we're revising the PBC materials to enhance the content regarding teachers and family child care providers who work with infants, as well as provide appropriate content for engaging practice-based coaching and home-based option programs. The information we're presenting during this webinar uses the current version of the PBC material, but know that we're working hard on developing new materials which will be available to programs via the ECLKC, or through participation in PBC training events that will be occurring throughout.

Also, we just wanted to also review a few tips for the webinar. Many of you already found the chat box located at the right of the PowerPoint to comment and respond to questions, which we're going to use that quite a bit today. You can also use the Q&A box at the bottom of the screen if you have questions any time during the presentation. We'll be monitoring the Q&A box to provide some answers during the webinar as time allows, and then perhaps provide other responses following the webinar. You'll see the supporting documents for this webinar can be found in the bottom right-hand of the screen. Above the supporting documents is the web evaluation link. This is a new feature. If you have been a part of our webinars before, this is the new feature.

We have the web evaluation link right above the supporting documents. What you're going to do once the webinar's over, you're going to hit that link and then you're going to choose Brow 2, and it's going to open up your browser to the evaluation for this webinar. Due to participants and presenters joining us from different locations and using different equipment, the volume level may differ from

participant to participant and computer to computer. Please check the volume on your own device. If for some reason you get disconnected, don't worry. You can use the same link that you joined us with to rejoin the meeting at any time. Now we're going to begin discussing what you, as an education coordinator, need to know about Practice-Based Coaching.

Now I'm going to turn it over to my wonderful... No, not yet, this is still me. First we wanted to look at the new Head Start Performance Standards. We know many of you have many questions around that. We know that the new Head Start Performance Standards require that programs implement a research-based coordinated coaching strategy for education staff. While there are many different research-based coaching strategies available, we're here today to learn about the one specific research-based coaching strategy, which is Practice-Based Coaching. We're glad that you're here today, and we're here to talk about this one model. While there are many out there and many great things going on today, we'll specifically be talking about Practice-Based Coaching.

Now I'm going to turn it over to September Gerety. She is joining me today to talk a little bit about Practice-Based Coaching. September? I see September may be having some technical difficulties, so I'm just going to keep going until we can figure out what's going on with our technology today. But no worries. You might be wondering why there is so much strong interest in using coaching in early childhood. You can trace this answer back. I made analysis by Joyce and Showers, and for those of you who have been to A-- academy or coach training, you are probably familiar with this. With this graphic they looked at several studies to see what type of PD were most likely to be most effective in achieving desired outcome. Since 2002 when this was conducted, other childhood research on professional development in PD have supported the findings that we see here.

According to this research, we learned that PD of various discussion will likely increase knowledge for 10% of participants and increase skill for 5% of participants, but none of them will use the content in a classroom. Then we see that if we add demonstration in training to that theory and discussion, then we see that that knowledge goes up to about 30%, and that skill demonstration bumps up to 20%, but still we're not seeing that content being used in the classroom on a consistent basis. Then when we add practice and feedback in training, which is great to have, to that demonstration and to that theory and discussion, we see that knowledge base moves up to about 60%, that skill demonstration also moves up, but that use in the classroom where we really want to see it only goes up to about 5%. When we look at adding coaching in the classroom to all of those things, we see that the knowledge level goes up to about 95%, skill demonstration goes up to about 95%, and then use in the classroom goes up to about 95%. That's really where we want to see the difference. That's really where we want to see those practices and all of those great things that we learn in training come into play and being used on an every day basis.

That's probably one of my favorite graphics there, because it really tells a story of how effective coaching can be. Now, this is one of my favorite graphics here. It's really just to see about how Practice-Based Coaching is like a bridge, and that the importance of PBC is a part of PD efforts. Then it's an important catalyst for moving forward and for moving knowledge into practice. Just as we see those two bridges, they're very different, but they both serve the same function. We can also look at our implementation of Practice-Based Coaching in the same way. While the key components of PBC are the same, that implementation in each program may look differently to meet your specific needs, but they both serve the same function as far as getting you from one place to another. I love this illustration because it really does tell the story of how coaching and Practice-Based Coaching will look different at each program, and even with each individual. Then we just want to talk a little bit about what we refer to as the theory of change. It illustrates what we believe about how professional development, including PBC, can impact education staff's use of effective teaching practices and thus impact child learning. We know that when high quality professional development, including PBC, supports teachers to use effective teaching practices, then child learning in each of the outcome areas specified in the Head Start Early Learning Outcome Framework is more likely to occur. If children are learning then school rating and goals are more likely to be achieved.

I just kind of wanted to bring things back to that theory of change that we refer to many times. Now I think September is with us now. She's going to talk to us a little bit about the theory of change for

home visitors.

September Gerety: Hi, Joyce and everyone else. I think I'm able to be heard now. It's really the same theory of change. We start with child learning, and use that to think about what adults need to be doing in order to support that. We can think about this as moving either left to right, or as moving right to left. Maybe we're going to start with the idea of what professional development do we provide, including coaching, to our home visitors that will allow them to be effective as they help families implement the practices that will lead to child learning. Or we can also think about, what are the outcomes that we want for children, and then work backward from there to think about what do families need to be doing in order to achieve those outcomes, so therefore what do home visitors need to be doing in order to support the families, and then what professional development can we provide to home visitors that probably includes coaching as a component if what we want is implementation. That leads us to talking about this Practice-Based Coaching framework. Practice-Based Coaching is a culmination of many years of study on best practices in coaching. There are a lot of delivery methods for Practice-Based Coaching, and we'll talk some about those a little later.

The key components remain the same no matter what the delivery method is. We're going to take a closer look at each of the components of the Practice-Based Coaching model. The foundation of Practice-Based Coaching is the collaborative coaching partnership. Practice-Based Coaching occurs within the context of a collaborative partnership, which is the way we refer to the working interactions between a coach and a coachee, the person who's being coached, that provide a really safe space for staff members to ask questions, to discuss problems, to get support, gather feedback, reflect on their own practice, and try new ideas. This is a little bit different than the way you might have thought of things, because in the collaborative partnership coaching is not evaluative and it's not judgmental. It's a really supportive way to help adults grow professionally.

Developing a collaborative coaching partnership is an ongoing process, and it develops over time. Collaborative partnerships are begun by establishing rapport and shared understandings, and establishing a set of shared expectations in terms of the time commitment and the outcomes that we're looking for from coaching. This is a way that an administrative team can support the collaborative partnership, by helping them to set those expectations. The coaching partners can reach a mutual understanding of why we're doing coaching and how we're doing coaching. This coaching cycle that we'll be talking about in the next few minutes is really designed to strengthen the collaboration. What we have found is that staff members have more buy-in to coaching when there's a very clear model. It's not just about building the partnership or building the relationship, but there's also a series of steps that we follow that staff members tend to find very supportive. It makes them more interested in receiving coaching. We think about this collaborative coaching partnership as a two-way interaction. Just as Joyce was saying about the bridges and how the coaching context is going to be different across programs, so is this collaborative partnership somewhat based on personality and human interaction. Not all collaborative coaching partnerships will look the same.

The same principles apply when we talk about coaching home visitors, although it may be more complicated when we think about establishing collaborative coaching partnerships, when we're doing home-based coaching. Coaches need to also be able to collaborate and build a partnership with, not just the home visitor, but also with the families that the home visitor works with, if the coach will be visiting the home or recording what's happening at home visits for the purpose coaching. I'm going to hand it back over to Joyce and she's going to talk to you a little bit about how we set goals within Practice-Based Coaching.

Joyce: Once we have that collaborative partnership established, then we go into the first component of PBC, which is the shared goals and action planning. This is the first component of PBC. As we know, it's a cyclical process. The first thing that happens there is the goal setting and action planning involves completing and using a needs assessment to identify the teaching or home visiting practices to target. Coaching partners then use the needs assessment information to identify goals for coaching. The goals should be specific, observable, and achievable. The coaching partners then develop an action plan to achieve the identified goal. Then those shared goals and action planning determine the focus of coaching. For example, after completing a needs assessment, the teacher might decide that he or she

wants to use more open-ended questions in the effective practice in their teaching so children think critically. The coachee and coach then write a goal and develop an action plan about asking open-ended questions. For coaching home visitors though, the process of setting goals and action planning would be the same, just those practices would be a little more specific to working with the parents as they work with their children. I think now, September, you're going to tell us a little bit about focused observation.

September: Yeah. It's really important that we have an action plan before we can consider in engaging in focused observation, which is the second component in the Practice-Based Coaching model. When we say observation, we're talking about the ways that we gather and record information about how the teacher or staff member or home visitor is implementing desired practices during on-going activities and routines and transitions. The focused observation is really guided by the goals and the action plan that Joyce described. We have something very specific that this staff member is working on. The purpose of the observation is to see, is that staff member doing what we wanted them to do or what they said that they wanted to work on. The observation is very focused, because the information that the coach is gathering relates entirely to the shared goals and action plan steps. For example, if a teacher and coach agreed on a goal of improving transitions, and the action plan asked the teacher to provide specific reminders of the expectations before a transition, then the coach would observe and record information about the reminders that the teacher provided before and during the transition.

There are several different ways that we can conduct focused observation. It might be a live observation by the coach in the classroom. It might be reviewing video tape, or having some self monitoring on the part of the person who is being coached. It might be reviewing video tape of the home visits, or live observation during a home visit. Focused observations can also include the coach providing some support as the staff member works to improve and refine their teaching practices. This support might include strategies like modeling an instructional practice, or providing a verbal prompt, or offering a quick suggestion in the moment. Coaches use a range of strategies that support effective teaching practice during ongoing activities. Those strategies are selected based on the action plan steps and what's been agreed upon beforehand between the coach and the person who's being coached. That brings us to this third component of Practice-Based Coaching. Joyce, take it away.

Joyce: The third component of the PBC cycle is reflection and feedback. This refers to our reflecting on and sharing feedback about teaching practices. The third component of PBC also focuses on mutual considerations of support, strategies used, and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement and refinement. This time of reflection and feedback is really about sharing feedback about the specific teaching practices that were the target. Again, all of that is guided by the action plan that was developed in the beginning. This component happens in the context of a debriefing meeting. A debriefing meeting is a time to communicate about process and challenges and to make plans for the future. Reflecting on teaching practice involves taking time to think about, what was effective, and what was a barrier to improving or refining and thinking about teaching practices.

Reflection encompasses reflection in both the feedback and the support experiences. Sharing feedback about teaching practices involves providing information about performance that is both supportive and corrected. It's intended to help achieve the identified goals and improve and refine specific teaching practices. Supportive feedback is used to recognize and encourage successful implementation of teaching practices, really time to celebrate what went well and any milestones or goals that were achieved. Supportive feedback connects informal information from the observation with goals and action plan steps to illustrate progress towards those desired outcomes.

Then the constructive feedback, which is an important part of reflection and feedback, should be specific. That feedback is informed by experiences from examining and supporting teaching practice, and may also be informed by reflection. Again, it always goes back to feedback around those specific teaching practices that happen during that focused observation. As in the previous component, support strategies are also used during reflection and feedback to improve and refine effective teaching practices. Examples of support strategies include role playing, problem solving, conversations

or provision of materials and resources, and also sets up conversations about next steps and next goals in the cyclical process.

September: We want to define the phrase effective teaching practices. When we say effective teaching practices, we're focusing on positive adult-child interaction. It might be occurring in the classroom, it might be occurring in a family child care settings, or during home visits. The purpose of effective teaching practices is to support positive child outcome. The purpose of coaching is to support effective implementation of those teaching practices, and therefore to support positive child outcomes, so thinking back to that theory of change. The slide says specific statements of the actions and behaviors of the education staff that support child learning. That could certainly apply to home visitors and the practices that they're using to teach and support parents during home visits and socialization. It could also refer to the practices of those who are working with infants and toddlers use as they support those children in learning. And it can refer to pre-school teachers as well. These are the things that education staff can be doing all day every day, whether they're outside or changing a diaper or at a home visit or at meal times.

The things that can happen across all contexts and no matter what activity we're doing. I'm going to give you some specific examples. I prepare for teaching and instructional activities in advance. Our hope is that people would be doing that all day, every day. For whatever the teaching activity is, or whatever the instructional activity is, the person who's delivering that is prepared in advance. I ask open-ended questions and give children time to respond. We can ask open-ended questions as children are arriving. We can ask open-ended questions when we're on the playground. We can ask open-ended questions during small group activities or large group activities.

These are things that we can do all day, every day, no matter what other activity is occurring. I vary the level of support children receive based on their individual needs. Again, it applies across contexts and across the day. I follow the parent and child's lead at home visits. When we think about teaching practices, I don't want you to get hung up on the word teaching. You could even, if you need to, just think of them as effective practices, or effective adult-child interaction practices, or even adult-adult interaction practices if we're talking about supporting families at home visits. That was the, sorry I don't know what happened here on my PowerPoint. This is the center of the model, is this effective teaching practices. That's our target, that's what we're aiming for. Then we have this green outside ring, which is the collaborative coaching partnership. That is really the context in which everything else in Practice-Based Coaching occurs. We say partnership because this refers to the working interactions between a coach and a coachee, a person who's being coached, that can provide a safe space for teaching staff. We want that safe space so that people feel free to ask questions and discuss problems and get support, and get feedback from an observer, and reflect on their own practice, and try new ideas.

Trying new ideas can be scary, and sometimes things don't work the first time we try them, or we need to figure out how to tweak them. This idea that we do this in a collaborative partnership means that coaching is not evaluative and it's not judgmental. That's what creates our safe space. It makes Practice-Based Coaching a really supportive way to help adults grow professionally. Developing a collaborative coaching partnership is an ongoing process. It happens over time. We can also set it up for success, because we can set up some shared understandings. Maybe we're going to get to know each other a little bit, share our professional experiences and backgrounds. But then when you talk about, what are the expectations we have for the way we spend our time together? And what are the outcomes that we're hoping for? This is really a way for us to get buy-in from the person who's being coached. Because if the person who's being coached understands what we're doing and why we're doing it and how we're doing it, then they're going to have a much easier time saying, "Yeah, I'm willing to do that, Yeah, that sounds good." Being very clear about expectations and the process and the purpose is actually a really effective way to establish a collaborative coaching partnership that doesn't take a lot of time. I'm sure lots of you who have coached before would love it if you could spend six months or a year getting to know the folks that you're coaching before you actually need to move them forward in their practice. That feels like it would be a real luxury, but it's also not realistic. The whole rest of the coaching cycle is designed to strengthen collaboration. We need to use it systematically. All of the components that we'll talk about in a moment require some reciprocity. They

are two-way interactions. It's not the coach telling the coachee what to do, and it's not the coachee doing whatever they want. It's really a back and forth. Each coaching partnership is really individualized to the unique strengths and needs and shared understandings in what outcome is desired, by not just the program and the coach, but also the person who's being coached, the teacher. When we think about this collaborative coaching partnership with home visitors, it can feel a little bit more complicated. The principles of Practice-Based Coaching totally apply when we're coaching home visitors, but we also need to consider the factor that collaborative coaching partnerships can be more complicated. Coaches need to coordinate and build on the collaborative partnership not just with the home visitor that they're coaching, but also with the families that the home visitor works with if the coach is going to be coming to home visits, or if the home visitor is going to be video recording so that the coach can observe the home visit. The practices of focus in Practice-Based Coaching for home visitors are related to the way that the home visitor interacts with the families. We can also then think about, what are those teaching practices that will improve child outcomes that we're hoping to get at through the home visit. Last to think about with collaborative coaching partnerships, without partnership the whole rest of the model falls apart. You can see the collaborative coaching partnership in our visual representation of the model really encircles the whole thing. If we take out the partnership, then everything else doesn't hold together. That leads us into a conversation about the Practice-Based Coaching cycle, and that's the three inner parts of the ring that you see in our picture here. The first component of Practice-Based Coaching is shared goals and action planning. We start with goal-setting and action planning. This involves completing and using a needs assessment to identify what teaching or home visiting practices we will target with coaching. The needs assessment generally needs to be developed at a program level. It's important for a program to use data to identify priorities and choose a set of practices that they really feel like, as a whole program, will move things forward in terms of reaching positive outcomes and achieving those school readiness goals. That's done at a program level. Then, individual coaching partners sit down with that needs assessment and identify which of these pieces are we going to start with. The program has identified as a larger need, and now I'm going to think about my own practice, and which of these do I want to start with for coaching? We really emphasize that goals need to be specific, they need to be observable, they need to be achievable. Once we have a goal of what practice we're going to implement, we write an action plan and think about how we will implement that practice in this particular context. We determine the focus of coaching using this action planning and goal setting process. After completing a needs assessment, maybe the teacher decides that she wants to use more open-ended questions, so we want her children to start thinking critically. We think about, what do we want for children? We want those children to be critical thinkers. How could we achieve that goal? Well the teacher could use more open-ended questions. Then the teacher and coach write a goal and develop an action plan about asking open-ended questions. For those of you who might be attending some Practice-Based Coaching trainings in the future, we really will emphasize, those goals are small. It's not a year-long professional development plan. It's what can I do in the next couple of weeks? What time of day can I implement this practice? Which children will I focus on as I implement this practice? It's very small and simple, which is a different way of thinking about goal-setting than many people have had. For coaching home visitors the process is the same. We may have a different set of practices, but we're going to do our action planning and goal setting in the same way. Once we have a action plan, and we have created our goal together, we move to the second component of Practice-Based Coaching, and that is focused observation. The second part of the cycle is focused observation. When we say observation, we're talking about gathering and recording information about how we're implementing this teaching practice that we set as our goal. It's in context of, if we said we were going to work on the transition from the bus to breakfast, then that's when the observation would take place. If we talked about asking open-ended questions during small group time, then that's the time of day that we would observe. It really is a focused observation because it's guided by the goal and the action plan steps that we just talked about. All of the information that the coach is gathering in this moment is specific to that goal and those action plan steps. It's not a more general observation that some of you may be used to doing within a classroom. The person who's being coached and the coach will agree beforehand about what it is that the coach is looking for, because the whole goal is that we want folks to be reflective of their own practice and we want them to continue to grow. We're going

to really target our observation to what the teacher set as a goal. There are a lot of different ways that we can engage in focused observation. We can do live observation with the coach actually in the classroom, or the child care setting, or the home. Or we could do video tape recordings. Maybe I'm dating myself here when I say video tape. Video of a teacher in the classroom or child care center or home visitor. Or there's also some ways that we can encourage folks to do some self-monitoring and figure out for themselves if they're implementing this action plan. There are some other things that coaches might do as they're conducting focused observation that will support the person who's being coached to improve and refine their teaching practices. That support might include strategies like the coach modeling an instructional practice, or providing a verbal prompt, or offering some quick suggestions in the moment. Whatever delivery format we're using for coaching, the coach can use a range of strategies that support effective teaching practice in the moment in addition to doing this focused observation. Again, back to the collaborative partnership, the coachee and the coach will talk about beforehand what appropriate strategies might be, so there are no surprises here. It's really that meeting of equals, and the teacher or other person who's being coached gets to decide what will be most helpful to them in terms of strategies. That brings us to the third component of the Practice-Based Coaching cycle, which is reflection and feedback. This refers to the coach and the coachee reflecting on the teaching practices and how the goal is going, and whether the action steps were completed. It also involves the coach sharing feedback about those teaching practices. We're really going to be identifying successes and challenges and areas for additional improvement or refinement. We're going to be sharing the feedback about the implementation of those teaching practices. There's also an opportunity for the person who's being coached to share feedback about our implementation of support strategies. Again, this collaborative partnership is a two-way street. Often this component happens in the context of a debriefing meeting. We set a goal, we write an action plan, we conduct a focused observation, and then we have a meeting to communicate about progress and challenges, and make plans for what comes next. You can see that it moves us right back into the action planning piece again. So it is a cycle that goes around and around. This reflection is really important because it involves allowing time to think about what was effective and what was a barrier to improving or refining implementation of teaching practices. When we're sharing feedback, we're providing information that is supportive and corrective. It's all, again, focused on achieving those identified goals, and to improve or refine implementation of effective teaching practices. When we see successful implementation of teaching practices, we recognize and encourage them with supportive feedback. When we see opportunities for improving or refining teaching practices, then we recognize that through constructive feedback, and we want to stay really specific and really focused on the goal. There are different ways that we can help people reflect on their practices, such as journaling, we can watch video of the observation together, or we can have just a reflective conversation. We can provide feedback in different ways also, so that could take the form of written notes or emails, or some kind of graph of progress, and also again that conversation that really is planned and guided by the coach, but is a two-way conversation. There are some support strategies that we can also use during those meetings, just like there are that we can use during focused observation. We could do some role playing, maybe we're having a problem solving conversation, maybe we're providing some materials and resources. That can really help set up the conversation about next steps and the next goal. Again, this process really is quite cyclical. I have been doing a lot of talking here, and I want you to do some thinking about what questions you have about the Practice-Based Coaching cycle. If you want to just type. As I was talking, I was watching. We've got lots of questions coming in to the chat box, but let's really think about all of those pieces of the Practice-Based Coaching model that I talked about. Are there pieces that you are confused or wondering or curious about how it might work, or maybe even how this is different from other coaching models? I'm just going to be quiet for a moment, and then Joyce and I can take a look at what's in the chat box.

Joyce: September, I see that someone's asking about book around the subject and around PBC. We're going to be looking at some resources and where you can find some of the resources in just a little while. I think we will be able to help you with that question in just a bit. We have some that are asking how long does the process take.

September: That is a great question. I think, generally speaking what we would like to have happen is

for this cycle to happen every two weeks. Some of the research projects had the cycle occur once a week, and we know that that's probably not sustainable for many or most Head Start programs. We also know that as folks are stretching out their visits. If the process takes a month to complete one cycle, then we're probably losing some focus and losing some effectiveness. In a big context, we'll say that we'd like to see this full cycle happen every couple of weeks, approximately. Knowing that there are reasons that maybe we're going to have to take three weeks instead of two, or maybe times that we're really going to scrunch it up, or there's a teacher who really needs some extra support so we're going to meet with them more often. We'll talk a little bit later about how much time each of these components might take. That's a little further on. I'm seeing some questions, again, about resources. Folks meeting together as a team. Jason Baker said that we skipped a slide about PBC, what it is and what it's not. We're going to come back to that, don't worry.

Joyce: Good catch. [Laughs]

September: [Laughs] His eyes are quick.

Joyce: I saw some questions as far as tracking progress and things like that. I think when we come to that, like, how are you going to measure the effectiveness of the coaching and the coaching cycle and the things that go into that. Going back to what September mentioned before is that a lot of those things go into the planning of PBC implementation at that program level. That's a PBC implementation team, not just a person, but a team, would come together and decide what would be the process. For your program, how are we going to track our coaching efforts. What are the different documents and things we're going to keep up with and look at as far as fidelity for the coaching cycle? I thought that was a really great question as well.

September: Yeah, that is a great question. There's another question about the research basis for Practice-Based Coaching. The research for Practice-Based Coaching has mostly come out of Vanderbilt and the University of Florida. I think we did some work at University of South Florida, and then University of Virginia, have all done research around Practice-Based Coaching and specific outcomes that we saw in terms of implementation of teaching practices in early childhood settings. That's probably a non-answer to the question in the sense that I'm not directing you to a specific resource. Certainly if we look at the work that's been done out of Vanderbilt in particular, that's a good place to start in terms of looking at the research. There's a question about how do you handle coaching someone who takes several months to accomplish a goal? This is a great question also. My answer to that is we probably need to make our goal smaller. One of the things that I really love about Practice-Based Coaching is we can have some easy wins and some quick successes, and that helps coaches feel good, and it also helps the people who are being coached feel good about what's happening. If our goal isn't being accomplished either, maybe it's my goal as the coach and it was never really the teacher's goal to begin with, or maybe the goal was too big and we really need to break it down to a small manageable chunk. These are, again, things that we will look at more closely when we do coach training. We really practice how you set a goal with someone, and have it be that specific observable, and the key there is achievable, too. There's a question about, have we seen success in balancing Practice-Based Coaching with the daily role of the education coordinator. I'm thinking, again, that's one we'll come back to in just a minute. I don't want you to think I'm ignoring you. This idea of using data to drive that. I think, to some extent, maybe you start with kind of an informal observation to get a sense of what's going on in the classroom, or in the setting, and then move into a more formal following of the Practice-Based Coaching model. It's art as well as science. There's a question about forms again. So folks who come to coach training will have an opportunity to get some forms, and then we also do have some resources that we'll talk about at the end of this webinar.

Joyce: I just want to add onto what you just said too, September. As far as the art and science, I think that's one of the great things about the PBC model is that you really mold it into what your program needs, that PBC implementation. While the key components and process is the same, some of those nuances might look a little different in each program. I think we'll get to that when we talk about some of the delivery options.

September: Yeah. I love that lots of these are questions are things that we built into this webinar, and I also want to acknowledge that some of these questions are really big, and it's hard to answer all of

them in a one-hour webinar. Some of these questions about, like, I have a teacher who's been teaching for more than 20 years and isn't open to change. How can I help coach her that change is better? Again, in Practice-Based Coaching it's that collaborative partnership. A very quick answer to this, which is not really sufficient, is let's figure out what she wants. Let's figure out where she is, let's figure out what her needs are, let's figure out why it is that she's not wanting to change, and then go from there. The longer answer is, we spend a lot of time at coach training about helping people figure out how we coach that reluctant teacher.

We work through some case studies and we work through some scenarios, so that's not necessarily something that we can replicate in a one-hour webinar. But I think it's important for people to know, at the end of this webinar we will be talking about what it is that could be your next steps and how DTL can further support you as you think about implementing coaching. I think, with that, maybe we should go back to the slide that Jason wanted us to look at. Also, you know that we're really looking at the transcripts of this chat log box, and so if you feel like we skipped your question, there's a very good chance we'll be covering it in upcoming coaching corner webinars and also in other resources that we're providing to you. We're not ignoring anyone, I promise. PBC is different from other kinds of coaching. It is a very simple model and it gives us a real structure around what it is that we do. This is the thing that I really love about it, is that it's not fluffy. It's very systematic and it's very focused on skill building, and it's very goal-directed, and it's very outcomes-driven. Yes, we are building a collaborative partnership.

And no, we're not spending all our time building relationships at the expense of implementing more positive teaching practices. It's not evaluative. We are not just giving advice or tips or sharing resources. It's not supervisory. It's not casual or general. But it's really about the priorities of the program and the priorities of each individual staff member rather than about the coach's priorities, or the supervisor's priorities. Those are some ways that it may be different from other kinds of coaching or other coaching models that you have seen. Let's talk a little bit more about some of those very specific implementation pieces, as you think about what you need to consider before entering implementation of Practice-Based Coaching.

Joyce: I think these are just some of, sorry. Sorry, September, I think I messed up on that one. These are just some of the things to consider, and some of them we've already been talking about in the chat box. Things like, who should be coach? How are we going to determine who's going to receive coaching? You don't always have to start with those that have the greatest needs. It might be that you begin with those teachers that are really strong in certain areas so you're working with them to enhance what they're already doing well. You could begin with those that are more receptive to coaching instead of maybe with those that are struggling to embrace change and embrace a coaching model in your program. There's lots of different ways to go at that. You have to decide on what teaching practices, and September touched on that as well. As far as what is our data telling us, what do we want to focus on, how are these connected to our school readiness goals. And again, all of these questions need to really be answered by a leadership team, that PBC implementation team, when you get into looking at how is PBC going to look in our program.

Also look at what delivery format, and we're going to be looking at different delivery formats for PBC in just a few minutes. Something else to look at is when will coaching take place? You have to look at things like classroom coverage, do we have subs in place, do we have that kind of thing taken care of? Then also looking at, do our coaches have other responsibilities? Do we need to take that into consideration when we're looking at case load? Because it's not easy as just changing someone's title or even job description, you really have to be thoughtful as far as what are they really doing. What else do they have on their plate besides coaching if they're not just a coach? The other thing is, how will coaches be oriented to coaching? This is so important. How are you going to share the message with your coaches and with all staff even? As far as what your coaching strategy is going to look like, how is that going to be rolled out in your program. What agreements need to be in place to make sure that coaching is a safe place?

This goes back to that coaching agreement, to set those limitations and those parameters for that collaborative partnership beforehand. That really helps to set the stage for what's going to happen.

How will coaches be supported and supervised? That is just as important. We know that the coaching that's going to happen is only going to be as strong as your coaches are supported. We're actually looking at that parallel process of coaching for the coaches as they coach the education staff. September mentioned a little bit about what data will be collected, and we have that addressed in the question box as well. How are we going to measure the effectiveness of our coaching? Those are all things that need to be considered by that leadership team before implementation takes place. Now, we want to look at the different delivery options of PBC. There are many. Any PBC delivery option requires leadership teams address the question that we discussed in the previous slide. They develop a plan, and then they're trained in how to implement PBC. Here we can see that you can partner with an expert coach, or a peer coach. PBC can be delivered in person or at a distance. You can deliver PBC to individuals or in groups.

We're also going to take some time now to explore each one of these a little bit to allow you to consider which option might fit best for your program. And then maybe we're going to reflect a little bit on what option you're currently implementing in your program. Firstly I have expert coaching. In expert coaching model, the coach is someone who's an expert in the content and coaching practices. They work one on one with the teacher or family child care provider or a home visitor. And they support and guide implementation of the PBC cycle. A lot of times when we think of coaching, we think of the expert coaching first. But there are other formats to consider.

Then we look at the reciprocal peer coaching. In this model, coaches are two people supporting each other to implement new teaching practices. They are at or above the same level of mastery. In other words, there's not an expert and novice, but they're really working through things together to identify the teaching practices they'd like to focus on and then develop individual goals and action plans. Again, they still go through the same PBC cycle. All of that is the same, it's just the delivery method is a little different. They implement the PBC cycle by discussing what data to collect on each other, an implementation of the plan, and what reminders to provide during the focused observation, and then that reflecting and providing performance feedback collected during the focus group observation. They really work through that PBC cycle together.

That's another PBC delivery method. We have the teachers learning and collaborating model, which we refer to often as the TLC. All types of early childhood educators are eligible to participate in the TLC process, including the teachers assistant, experienced teachers, new teachers, as well as home visitors and family child care providers. TLCs are structured through a process of group meetings and individual facilitator teacher meetings, individual work in a classroom, and the process can be an efficient way to provide coaching to a group and working on the same practices. This kind of brings together a little bit of self coaching, peer coaching, and that expert level coaching all together. The process can be an efficient way just to work on those practices together. Teachers learn about teaching practices and develop those action plans. They can share videos on needs and practices in the classroom or provide feedback to each other. In between the group meetings, teachers video tape themselves for focused observation and reflect on their action plan, implementation in the video. This process also includes individual meetings with the facilitator and teacher outside of that larger TLC group. Many teams feel that TLC is the best of all worlds because it does give you a little bit of everything. They say it's more bang for your buck because you have the opportunity to touch more people all at once. We just wanted to review those different delivery methods with you. September's going to talk to us a little bit about having some time for coaching.

September: This is a question that came up in those questions in the chat box. It's also about how do we find time for coaching? This is a hard question and one that probably doesn't have any easy answers, but we really need to think systematically about how much time it takes to do coaching well. Our coaches need time to observe, to review the needs assessments and observations, to prepare for the meetings that they're having with the people they're coaching. If we're traveling from one site to another, that travel time needs to be taken into account. Maybe we need time to review video in addition to doing some in-person observations or instead of that. And to be able to find resources on the teaching practices that we're coaching on. There's the ever present paperwork piece, too. So this is a lot to think about. The people who are being coached need time to review the resources that the coach gives them. Maybe they're watching their own video or watching a video of other teachers

implementing the practice. They need time to prepare for meetings and really to implement their action plans and to put their goals into practice. Sometimes those action steps require some time. And they also need some time to reflect on what it is that they're doing and where they're going and how they're getting there. It does take time, and we've got here a chart that will walk us through estimated time. Again, I want to have this caveat that the times on this slide are approximate, and they're based on our best thinking in terms of the research and our own experiences implementing Practice-Based Coaching over many years. This offers a baseline for planning, but going back to our bridge, it's important to remember that every program is unique, and so the time needs are going to vary also. If we look at this self-coaching piece, and remember self-coaching still requires someone to support the process.

We can expect that someone will spend around six to eight hours a month on coaching activities if they're doing some self-coaching. If we have two peers who are coaching each other, both coaching and being coached, each of them will need to spend probably six to eight hours a month on coaching activities. When we look at the expert coaching model, we add the coach in to this graph. That's the blue bar on the graph. You can see that if we're doing one on one expert coaching, approximately 12 to 16 hours per month per teacher or home visitor or familiar child care provider. Each coachee will require approximately 12 to 15 hours per month of the coach's time.

Each person who's being coached is going to need to have about four to six hours a month to spend on coaching activities. Everybody take a deep breath about that because it feels like, huh, how do we do this? How do we make this happen? It means that your coaching caseload is not going to be huge. It means that one person can coach somewhere probably between 10 and 12, or maybe 15 people if they're implementing Practice-Based Coaching well and doing it with fidelity. What we know is that the closer we adhere to the model and the more we implement it with fidelity, the better our outcomes will be. It's really a need for conversation within programs about where our priorities are and what it takes to do the kind of intensive coaching that the new performance standards are asking us to do. I do know, having done these coaching webinars for several years, that folks who are tasked with coaching 50 people feel frustrated and unsuccessful, and folks who are having coaching added to a workload that's already a full-time workload are feeling frustrated and unsuccessful. I think this is an important reality check for us to realize that if we're going to do coaching well, it does take time. We need to provide some coverage and make sure that we have enough staff to make this work. There's a lot to it. There's also this piece of coaching and supervision, because very often people who are supervisors end up being coaches, or have that added to their responsibilities. It's important for us to remember that collaborative partnership is a really important part of the model, and that that offers choice and autonomy to the people being coached. This is different from the more top-down supervisory approach.

We recommend choosing coaches who are not supervisors whenever possible. If you're on the Practice-Based Coaching planning team, it's really important for that team to be thoughtful about the distinction between coaching and supervising. The purpose of coaching is to help staff use or refine effective teaching or home visiting practices. Now, supervisors certainly may have a goal of supporting effective teaching, but supervision also serves the monitoring and compliance function.

The roles of the supervisor and coach need to be really clearly defined at the administrative level, and staff should be aware of what information coaches will share with the supervisors and the purpose of coaching and supervision. Whenever data is collected by the supervisor, it should be clear to the teacher how that data will be used and shared, and whenever data is collected by the coach, it should be clear to the teacher how that data will be used and shared. For example, a class observation might be done in the teacher's classroom, and this information might be used for both coaching as part of the needs assessment, and for compliance with the Head Start expectations for class scores. Sometimes we have the same piece of data that's being used in two different ways.

The important thing is just that that's very clear to the person who's having the data collected on them. There were some other questions in the chat box also about how do we identify who gets coached? Knowing that we can't coach everyone. Coaching is really intensive, so not every teacher, child care provider, or home visitor can be coached all the time. It's the job of a leadership team to

decide who will be coached, and are we using self coaching, are we using reciprocal peer coaching, are we using expert coaching, or group coaching. I just realized I didn't say something about the graph that we looked at in terms of time. If we're doing group coaching, in about the same amount of time that a coach can coach one person, they can coach six to eight. So group coaching can be a more cost-effective and time-effective method. The trick is you have to have a time that six to eight teachers can get together all at the same time. Coverage can become an issue with that. As we're thinking about who receives coaching, maybe we're going to ask for volunteers.

Who's interested in getting coached? We know that the performance standards also want us to coach those who need support, but it's important to not always choose the lowest performing staff. Sometimes the people who are really motivated and interested can set a good model and tone for others. People who have concerns about childhood outcome, we can say, if you want to be able to better support these kids let's do some coaching. It's important for us to think about who gets coached in a systematic way. Again, back to that bridge, there's no one right answer to this question. I see lots of questions about it in the chat box, but it's important to know that this is something that a leadership team needs to decide together. We did promise some conversation about resources around supporting implementation of Practice-Based Coaching. There are materials on Practice-Based Coaching available on ECLKC. We're just going to move quickly through what these look like so that you can do some exploring on your own.

There is the home page for Practice-Based Coaching on ECLKC, and it's divided into some different tabs. The key resources tab is an important one that houses lots of things. You will find the program leader's guide, which is a lengthy and extensive guide to Practice-Based Coaching that will answer a lot of the questions that many of you have had in the chat box. If we didn't get a chance to answer your questions on this webinar, then I really encourage you to go to ECLKC and download the program leader's guide, and take it home and put it on your nightstand. Spend some time with it and it will probably answer some questions and raise some more questions. This can be the continuation of conversation. There are some sample documents in there. There are also some case studies and some flow charts that you can work through as a program as you try to answer questions about implementation. We also have some fact sheets, some guides to using video, and the coaching corner webinars that we've done in the past are up on ECLKC recorded, as well as the coaching companion which we'll talk a bit more about in a moment.

There are some videos, so if you're trying to share the Practice-Based Coaching model with other folks in your program as you make a decision about what's the right way to go with coaching, these videos are a really nice overview of all of the components of Practice-Based Coaching. Certainly something that you can share with others. On ECLKC the resources have also been split out, not just under key resources but also according to who might be most interested in those resources. For those of you who are in this webinar, it might be the Coaches tab that you want to click on. If you have teachers who are wondering what Practice-Based Coaching is all about, there are some resources for them, and certainly for leadership teams. Our hope is that if you are new to Practice-Based Coaching, as many of you are, that you'll use this as an opportunity to start talking with your leadership teams about whether or not this will work for you, and how and why and when and all of those questions that come up.

The coaching companion is also found on ECLKC. This is something that, as you implement you may be more interested in. If you are just now learning about Practice-Based Coaching you can kind of put it on the back burner and figure you'll get to it a little bit later. It's a way to safely share video and feedback and action plans. It's built around the Practice-Based Coaching cycle. This is a plan where a coach and a coachee can communicate about the action plan and about coaching. What happens, if you're interested in using it, is your agency signs up as an organization, and then each coach and each coachee gets a login once the agency is signed up on the coaching companion. Again, if you're just starting, that's probably not where you want to go first, but it's good to know in the back of your mind that that's a resource that's available. With that, I'm going to turn it over to Joyce and let her talk to you quickly about the Practice-Based Coaching training institutes that are coming up.

Joyce: Thank you, September. We wanted to talk to you for a few minutes about some

upcoming training that we have coming up, and that's the Practice-Based Coaching Training Institute, or we refer to it as the PBCTI. There will be a PBCTI coming to a city near you. First will be in Los Angeles, April the 25th through the 27th. May the 2nd through the 4th in Chicago, and then May 9th through 11th is Atlanta, Georgia. To ensure that we have equal numbers of participants at each institute, grantees are asked to send coaches only to the institute identified for their region. You'll see there that we have each region assigned to a specific event. Early childhood specialists will also attend the institute, for the reason to provide support to coaches during those events. The PBCTI is an intensive two-day training event. Attendees will learn how to use Practice-Based Coaching and coaching skills to support staff use of high-quality teaching and home visiting practices. That's in a nutshell what it's going to be. Many of you have attended a PBC Coach training in the past, and so if you've attended that or your program has already been through that, then you will be familiar with some of the materials that are already going to be there. These are just the objectives for the PBCTI. We really want participants to walk away with an understanding of the PBC model, and learn and practice coaching strategies in order to participate in full implementation of PBC with fidelity in the Head Start program.

We want coaches to be able to describe the Head Start Program Performance Standards as they relate to coaching and how those standards are applicable to their role as coaches. We really want coaches to be able to demonstrate an understanding of the three components of the PBC model, and also to learn multiple strategies for successfully implementing PBC in their programs, including the use of data to drive coaching. It's going to be a full two days. When we look at who should attend, the PBCTI was designed for staff who provide coaching. These coaches may be supporting teachers, home visitors, or family child care providers. Space is limited for the PBCTI, so each grantee will only send one coach, and then we are planning to initiate a wait list system so that grantees can send more than one coach if and when space becomes available.

That was just an overview of what the PBCTI is. Someone at your program has received information about the PBCTI, and registration will be opening up for that soon. We thank you -- thank you for hanging with us through the end. We know we're just a few minutes past four. I know we weren't able to get all of your questions, but we're definitely going to take these back. We'll be on here a couple minutes afterwards if anybody has anything that's just pending. We're sorry if we can't get to everything, we haven't forgotten you. We're definitely going to work through these to try to get some answers, and this really helps to guide our work going forward. Again, thank you for your time. I hope this was beneficial, especially for those just looking for an overview of what it was. We look forward to hearing from you and seeing you soon. Thank you, everyone.

September: Thanks, everyone.